

TABLE OF CONTENTS

DECLARATION	i
PREFACE	ii
ACKNOWLEDGEMENTS.....	iii
ABSTRACT.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	ix
LIST OF FIGURES.....	x
 CHAPTER I INTRODUCTION.....	 1
1.1. Background of the Study.....	1
1.2. Research Question.....	4
1.3. Purpose of the Study.....	4
1.4. Scope of the Study.....	4
1.5. Significance of the Study.....	5
1.6. The Organization of the Thesis.....	6
 CHAPTER II LITERATURE REVIEW.....	 8
2.1 Character Values.....	8
2.1.1 Definition of Character.....	8
2.1.2 Definition of Character Values.....	8
2.1.3 Character Values in Curriculum of 2013.....	10
2.1.4 How the Character Values are Integrated based on the Government's Guidance	15
2.2 The Manifestation of Character Values through Character Education.....	16
2.2.1 Definition of Character Education.....	16
2.2.2 Character Education in the EFL (English as a Foreign Language) Context.....	17
2.2.3 Framework of Character Education in the EFL Context.....	19

2.2.4 Intercorrelation among the Components of the Framework.....	32
2.2.5 Representation of Components of Character Education Framework in the Sections of the Textbook Investigated.....	34
2.2.6 Synchronized Framework of Nunan's Task Design Theory and Character Education Experts' Theories to Reveal Character Values in the EFL Textbook.....	37
2.2.7 Framework on How to Promote Character Values in the EFL Textbook.....	37
2.3 EFL Textbooks and Character Values Manifestation.....	39
2.3.1 Theories of Textbooks.....	39
2.3.1.1 Definition of Textbooks, Course Books, and Materials.....	39
2.3.1.2 Approach in EFL Textbooks/Material Development.....	40
2.3.1.3 Task-based Approach in EFL Textbooks Material Development.....	42
2.3.1.4 Importance of Textbooks in EFL Learning.....	44
2.3.1.5 Effectiveness of EFL Textbooks in Manifesting Character Values.....	45
2.3.2 Nunan's Framework of Task Design (2004) in EFL Textbooks.....	47
2.4 Previous Research.....	55
 CHAPTER III RESEARCH METHODOLOGY.....	 58
3.1. Research Design.....	58
3.2. Data Collection.....	59
3.2.1. Categorization of Teaching Materials.....	59
3.2.2. Research Framework.....	61
3.2.2.1. Research Framework to Identify What Character Values are Manifested in the Textbooks.....	62
3.2.2.2. Research Framework to Identify How Character Values are Promoted in the Textbooks.....	65
3.3. Data Analysis.....	67

CHAPTER IV FINDINGS AND DISCUSSION.....	69
4.1. FINDINGS.....	69
4.1.1 Character Values Manifested in the Textbooks.....	69
4.1.1.1 Confidence.....	71
4.1.1.2 Creativity.....	73
4.1.1.3 Honesty.....	73
4.1.1.4 Relegiousness.....	76
4.1.1.5 Thankfulness.....	77
4.1.1.6 Politeness.....	80
4.1.1.7 Love for Peace.....	81
4.1.1. 8 Cooperation.....	82
4.1.1. 9 Being Friendly/Communicative.....	84
4.1.1.10 Tolerance.....	85
4.1.1.11 Social Care.....	86
4.1.1.12 Care for Environment.....	87
4.1.1.13. Spirit of Nationality.....	89
4.1.2 Character Values as Promoted in the Textbooks.....	91
4.1.2.1 Confidence.....	92
4.1.2.2 Creativity.....	94
4.1.2.3 Honesty.....	95
4.1.2.4 Relegiousness.....	97
4.1.2.5 Thankfulness.....	99
4.1.2.6 Politeness.....	100
4.1.2.7 Love for Peace.....	100
4.1.2.8 Cooperation.....	103
4.1.2.9 Being Friendly/Communicative.....	104
4.1.2.10 Tolerance.....	105
4.1.2.11 Social Care.....	106
4.1.2.12 Care for Environment.....	109

4.1.2.13. Spirit of Nationality.....	111
4.2 DISCUSSION.....	113
4.2.1 Character Values Manifested in the Textbooks.....	113
4.2.2 Character Values as Promoted in the Textbooks.....	117
CHAPTER V CONCLUSION AND SUGGESTIONS.....	125
5.1. Conclusion.....	125
5.1.1 Character Values Manifested in the Textbooks.....	125
5.1.2 Character Values as Promoted in the Textbooks.....	126
5.2 Suggestions.....	126
REFERENCES.....	130
APPENDICES.....	139

LIST OF TABLES

Table 2.1 The general values and the reason why they are not used in the study investigation.....	12
Table 2.2 The character values which is investigated in this study.....	15
Table 2.3 Table of Relation between Method and Activities in Character Education..	23
Table 2.4 Section of the textbooks and its potential in manifesting character values...	35
Table 2.5 Synchronized Framework of Nunan’s Task Design Theory and Character Education Experts’ Theories to Reveal Character Values in the EFL Textbook.....	38
Table 2.6 The framework on how to promote character values in the textbooks.....	39
Table 2.7 The example of activities/methods which manifest the character values in the investigated textbooks.....	50
Table 3.1 Categorization of Teaching Material.....	62
Table 4.1 The promotion of Characters Values Based on EFL Learning Purpose	114
Table 3.2 Research Framework and Instrument to Identify How the Values are Promoted in The Textbooks.....	68
Table4.1 The appearance of character values manifested in the textbook.....	72
Table4.2 How the values are promoted in the EFL Textbooks.....	93

LIST OF FIGURES

Figure 4.1 The manifestation of confidence in the textbook (Bahasa Inggris, Kemdikbud:2014).....	74
Figure 4.2 The manifestation of honesty in reading material “Vanity and Pride” (Bahasa Inggris, Kemdikbud: 2014).....	76
Figure 4.3 The manifestation of thankfulness in reading material the Enchanted Fish (Bahasa Inggris, Kemdikbud: 2014).....	80
Figure 4.4 The manifestation of thankfulness in personal jurnal writing (learning method/activity) (Bahasa Inggris, Kemdikbud: 2014: 7).....	81
Figure 4.5 The manifestation of politeness in the textbook (Bahasa Inggris, Kemdikbud: 2014).....	83
Figure 4.6 The manifestation of love for peace in the textbook (Bahasa Inggris, Kemdikbud: 2014).....	84
Figure 4.7 Learning method/activity 1# The manifestation of cooperation in the EFL textbook (Bahasa Inggris, Kemdikbud: 2014:20).....	85
Figure 4.8 The manifestation of being communicative in the textbook (Bahasa Inggris, Kemdikbud: 2014).....	87
Figure 4.9 The manifestation of Tolerance in the textbook (Bahasa Inggris, Kemdikbud: 2014).....	88
Figure 4.10 The manifestation of social care in reading material (Bahasa Inggris, Kemdikbud: 2014).....	89

Figure 4.10 The manifestation of care for environment in the textbook (Bahasa Inggris, Kemdikbud: 2014).....	91
Figure 4. 11 The Promotion of Characters Values Based on EFL Learning Purpose.....	114